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HELP WANTED--VARIABLES RELATED TO AREAS OF INTEREST FOR ENTERING STUDENTS.

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MANY STUDENTS ENTER COLLEGE WITH A SPECIFIC DEFICIT OR PROBLEM AREA WHICH WILL KEEP THEM FROM REALIZING THEIR POTENTIAL UNLESS SOME REMEDIAL ACTION IS TAKEN. A QUESTIONNAIRE WAS DEVELOPED TO IDENTIFY PROBLEM AREAS OR SPECIFIC DEFICITS, AND WAS ADMINISTERED TO 3,128 NEW STUDENTS TOGETHER WITH A QUESTIONNAIRE TO ASSESS STUDENT BACKGROUND AND EDUCATIONAL PLANS. FOR CONVENIENCE IN PRESENTATION AND DISCUSSION, THE DATA WERE DIVIDED INTO SECTIONS ON FAMILY BACKGROUND, STUDENT RESPONSIBILITY AND AUTONOMY, ATTITUDES TOWARD VOCATIONAL CHOICE, COMPONENTS OF SELF-CONCEPT, DEGREE OF INTEREST IN RECEIVING HELP, APPRAISAL OF PARENTS, SATISFACTION, SELF-DISCLOSURE TO PARENTS AND FRIENDS, AND SCHOOL AND ABILITY TEST RAW SCORES. IN ADDITION, FIVE MAIN AREAS OF STUDENT INTEREST IN RECEIVING HELP (BASED ON A 10-ALTERNATIVE QUESTION) WERE DEFINED. THESE FIVE AREAS WERE COMPARED WITH EACH QUESTION ON THE PROJECT QUESTIONNAIRE BY SIMPLE ANALYSIS OF VARIANCE. A SUMMARY OF THE RESULTS, SUGGESTIONS FOR FOLLOWUP OF THE SURVEY, DETAILED TABULAR DATA, AND A COPY OF THE PROJECT QUESTIONNAIRE ARE ALSO INCLUDED. (FS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STUDENT MENTAL HEALTH PROJECT

UNIVERSITY OF FLORIDA

GAINESVILLE

Help Wanted: Variables Related to Areas of Interest for Entering Students

Everette Hall and Ben Barger

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Everette Hall and Ben Barger

Many students enter college with a specific deficit or problem area which will keep them from realizing their potential unless some remedial action is taken. One of the aims of the Student Mental Health Project over the past seven years has been an early identification of these areas of discrepancy, and an understanding of the ways in which the discrepancies can be reduced.

While many of the sources of distress for students reside in the university environment, as in any residential community, it is felt that many students can be helped to prepare more effectively to cope with these stresses. Environmental stress will provoke emotional distress primarily in those students who are not prepared to meet the situational demands, academically as well as emotionally.

One of the ways of identifying problem areas or specific deficits is to ask students to respond to questions concerning their feelings about experiences, relationships, goals, and kinds of help needed. This kind of questionnaire was developed during the past year by the staff of the Project, with primary responsibility being assumed by Dr. Carl T. Clarke. This paper will deal with the variables in the questionnaire which were found to be related to specific kinds of help desired by entering students.

Procedure

Sample

All new lower division students were administered the Project questionnaire, as well as a questionnaire designed by the Board of Regents to assess the family background and educational plans of entering students. The latter questionnaire included the following item: "In which one of the following areas are you primarily interested in receiving help while enrolled here?" Ten alternatives were given, ranging from vocational information to personal problems. Table 1 indicates the distribution of responses to this question. The focus of this paper will be on those five areas which thirty or more students indicated were of primary importance to them.

Table 1

Area of Primary Interest in Receiving Help

	Males		Females	
	N	%	N	%
Vocational information	926	51.70	765	57.22
Study skills	407	22.72	247	18.47
Reading skills	252	14.07	143	10.70
Health information	4	.22	2	.15
Personality	89	4.97	88	6.58
Sex education	9	.50	2	.15
Marriage planning	6	.34	14	1.05
Religious education	10	.56	18	1.35
Speech difficulties	11	.61	3	.22
Personal problems	46	2.57	31	2.32
No information	31	1.73	24	1.79
Total	1791	99.99	1337	100.00

Questionnaire

For convenience in presentation and discussion, the data can be divided into the following nine sections. A copy of the questionnaire is appended to this report. The order of these categories is consistent with the order in the questionnaire.

(1) Background: family size and income.

(2) Responsibility and autonomy (six questions).

(3) Attitudes toward vocational choice (three questions).

(4) Components of self-concept: (a) relationships--six questions; (b) accomplishments--three questions; (c) activities--eleven areas.

(5) Degree of interest in receiving help: (twelve areas).

(6) Appraisal of parents: twelve questions concerning relationships with parents, primarily in the academic area.

(7) Satisfaction: five questions concerning the academic area, and seven questions dealing with self-confidence and responsibility.

(8) Self-disclosure: (a) To parents--fifteen items ranging from school work to sex and marriage; (b) To friends--same fifteen items as above.

(9) School and College Ability Test (SCAT) raw scores: Verbal (V), Quantitative (Q), and Total.

Analysis

The five groups denoting areas of interest in receiving help (vocational, study skills, reading, personality, and personal problems) were compared, in terms of their responses to each question, by simple analysis of variance. This statistic yields an *F* ratio, which indicates whether the differences between groups are significantly greater than the differences within the groups. The following sections contain a discussion of the results in terms of the nine content areas. Means, standard deviations, and *F* ratios, for all questions differentiating the groups significantly, are found in Tables 2 and 3. Mrs. Claudia Batteiger, of the Project staff, and Mrs. Jennie Grossman, of the University Computing Center, were responsible for data handling and computer programming.

Results

Overview

For the males, 60 of the 100 variables are significantly related to the kind of help wanted--41 at the .01 level or higher, and 19 between the .05 and .01 levels. There are 45 significant relationships for the females, with 35 at the .01 level or higher, and 10 between the .05 and .01 levels.

Background

Neither income nor family size differentiated the five groups, for males or females.

Responsibility and Autonomy

Males: Those boys who feel they need help with reading or study skills score relatively high on the question dealing with the need to apply themselves at the University of Florida. In terms of personal responsibility and in family matters, emotional maturity in relation to peers, and feelings of independence, the boys who said they need help with personal problems rate themselves the lowest of the five groups.

Females: Girls who need help with reading or study skills also feel a greater need for more self application in college. Girls

who want help with reading skills, and with their personality, feel they have been given relatively little personal responsibility by their parents. Girls who want help with their personality feel relatively little responsibility has been given them in family matters, feel less mature than their peers, and feel less independent than do the other groups of girls.

Attitudes Toward Vocational Choice

Only one of these questions, the one concerning confidence in attaining the vocational choice, is significantly related to area of help, for both boys and girls. Those boys who want help with personal problems are the least confident. The girls who want help with study skills feel the least confident of the five groups.

Components of Self-Concept

Relationships--Males: The relationships with mother, same-sex peers and opposite-sex peers differentiate the five groups of boys. Those boys who want help with personal problems feel the least positive about all of these relationships.

Relationships--Females: Only the relationship with father is significantly related to the criterion variable, those girls wanting help with personal problems feeling the least positive about this relationship.

Accomplishments--Males: Academic achievement is significantly related to the criterion, and again it is the personal problems group which feels the least positive.

Accomplishments--Females: All three of these questions, concerning academic achievement, recognition, and leadership, differentiate the five groups of girls, and the girls with personal problems rate themselves the lowest on all three.

Activities--Males: Writing, athletics, and church activities differentiate the five groups. Boys who want help with reading also feel that writing has not been much help in developing positive feelings. Of the five groups, boys with personal problems feel that athletics and church activities contribute the least to their self-concept.

Activities--Females: Only one of these items significantly differentiates the groups--athletics. Those girls who want help with their personalities feel the least positive about the contribution of athletics to their self concepts.

Degree of Interest in Receiving Help

Males: These items differentiate the groups about as expected. Those boys who feel that receiving vocational information is the most

important area of help for them, also indicate a greater degree of help wanted in this area than do the other groups. The same holds true of the study skills, reading skills, personality and personal problems groups in terms of the degree of help wanted in those respective areas. In addition, the group wanting help with their personalities also indicates the highest degree of help wanted with social skills, in making friends, and in sex education.

Females: The relationships for the girls are the same as for the boys, with two exceptions--the reading skills groups also wants more help with speech difficulties than do the other groups; the sex education item does not differentiate the five groups.

Appraisal of Parents

Males: Nine of the twelve questions in this group differentiate the five problem area groups. Students who would like help with their personalities rate their parents lower, on the average, than the other four groups do on the following: showing interest in high school activities, viewing first term at University of Florida as time to get adjusted, and having time to listen to problems. The group wanting help with personal problems rates parents the least favorably on the following: being accepting of school performance, giving opportunities to make decisions, understanding problems, being satisfied with student in general, and offering to let student make decisions. Boys who feel that study skills constitute their major problem feel the most strongly that parents overemphasize the importance of grades.

Females: Six of the questions differentiate the five groups of girls. Girls who want help with personal problems rate their parents least favorably on all six, which include: being accepting of school performance, giving opportunities to make decisions, understanding problems, viewing first term at University of Florida as time to get adjusted, offering to let student make decisions, and having time to listen to problems.

Satisfaction

Males: All twelve of these questions, the five in the academic area, and the seven concerning self-confidence, differentiate the five groups of boys. The boys wanting help with study skills are the least satisfied with their academic performance in high school, with ability to complete assignments, and with study habits. The boys wanting help with reading are the least satisfied with their reading skills. Boys who want help with personal problems feel the least ready to do academic work at the University of Florida. Boys who want help with personal problems rate themselves lowest in satisfaction on all seven questions dealing with self-confidence and responsibility (boys who want help with their personalities rate themselves equally low on ability to assume responsibility).

Females: Only one question out of the twelve fails to differentiate the five groups of girls--readiness to do academic work at the University of Florida. The relationships for the five academic questions are approximately the same as those listed above for the boys. Girls with personal problems rate themselves lowest in satisfaction with amount of personal responsibility and family responsibility. Girls who want help with their personalities rate themselves lower than the other four groups on: ability to assume responsibility, ability to make decisions, ability to meet new people, level of emotional maturity, and ability to adjust to new situations.

Self-Disclosure to Parents

Males: The amount of discussion differs significantly for the five groups in the following areas: social activities, religion, dating, vocational choice, marriage, values, social issues, political issues, humor, and hobbies. For all variables, the boys who want help with personal problems report the least self-disclosure, on the average.

Females: Amount of discussion reported by the five groups differs significantly for five variables: school work, social activities, dating, hobbies, and important decisions. Girls who want help with personal problems report the least amount of disclosure to parents concerning all of these variables.

Self-Disclosure to Friends

For the boys, five areas of discussion discriminate among the five groups: social activities, dating, vocational choices, marriage, and hobbies. Only one item--hobbies--differentiates the five groups of girls. For all of these variables, students who say they want help with personal problems report the smallest amount of discussion, on the average.

Ability Scores

SCAT (V, Q, and Total) scores differentiate the five groups of boys. Boys who want help with their personalities have the highest mean scores. Boys who want reading help have the lowest verbal and total scores, while boys who say they need help with study skills have the lowest mean quantitative scores.

SCAT verbal and total scores discriminate the five groups of girls significantly: girls who want help with their personalities have the highest mean scores, and girls who have reading problems have the lowest scores.

Summary

Both boys and girls who want help primarily with personal problems seem to differentiate themselves as a group from the four groups seeking other kinds of help. In a very large proportion of the significant variables, the "personal problems" group falls at one of the other extreme. A rather consistent comparative picture emerges when these variables are summarized. In general, the boys feel they have been given insufficient personal responsibility, and in family matters, by their parents. They feel less positive than the other groups in terms of their parents having accepted their school performance, giving them opportunities to make decisions, understanding their problems, and being satisfied with them in general. This picture is augmented by low self-ratings in terms of academic achievement, emotional maturity, independence, and readiness for academic work at the University of Florida. These boys also rate themselves relatively low on such variables as confidence in attaining their vocational choices, the extent to which athletics and church activities have contributed to a positive self picture, and in their relationships with their mothers and same and opposite-sex peers. In addition, they have the lowest mean scores on all the self-disclosure variables which differentiate the five groups.

The girls with personal problems present the same general personality picture: a negative self-image, a somewhat negative appraisal of parents, a feeling of dissatisfaction with accomplishments, and low self-disclosure to parents and friends. All of these are of course relative to the ratings on these variables given by the other groups of students.

Those students who want help with their personalities also tend to be somewhat negative in their appraisal of self and others, but they do not fall at the extreme end of the continuum (in terms of mean scores) on as many variables as the "personal problems" group does. There seems to be less differentiation between these two problem groups for the girls than for the boys, especially in terms of relative number of significant variables.

The boys who want help with their personalities also have a high degree of interest in receiving help with social skills, making friends, and sex education. The girls who want help with their personalities also have the highest means (among the girls) for wanting help with social skills, and making friends. This group of boys has the highest mean ability scores (SCAT-V, Q, and Total) among the five groups of boys. The girls also have the highest SCAT-V and Total among the "help wanted" groups of girls. Students, then, who say, in effect, that they are dissatisfied with their personalities, are nevertheless a superior group in terms of ability scores. They are rather obviously not a superior group in terms of social skills, at least in terms of

self-appraisal. Some of the dissatisfactions with the opportunities and treatment given them by parents may reflect objective differences in parent-child relations, while some of these responses may be due to the general dissatisfaction they seem to feel.

The other three groups of students are differentiated primarily by variables which have some direct relevance to the kind of help sought. For example, students who want help with study skills feel they need to apply themselves more at the University than they have in the past. They rate themselves relatively low on satisfaction with academic performance, ability to get assignments completed, and study habits. The boys in this group have a higher mean score on the item concerning parents overemphasizing grades. The girls in this group report the lowest confidence of attaining their vocational choices, which would seem to indicate that their lack of competence in the study skills area is seen as a possible deterrent to successful completion of college.

It is apparent from these data that a large majority of entering students recognize a need for help in some important area--vocational planning, reading and study skills, or personal adjustment. Further, it is clear that they are willing to state that need, and in such a way that help may be offered to them, even personal counseling for those primarily interested in help with personal problems or with their "personality."

Two types of follow-up of this survey seem indicated. Efforts should be made to develop the most effective ways of reaching students with various expressed needs for help and of meeting these needs. In addition, a follow-up of the current population of entering students, for whom no such help has been systematically offered, should be undertaken to see how their experiences during the first year may have altered their needs for help.

Table 2

Means, Standard Deviations and F Ratios of Variables Significantly Related to Kind of Help Wanted

Males

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
24. Need to apply self at university N = 1600	$\bar{X}$	3.76	4.15	4.01	3.71	3.73	
	S.D.	(1.02)	(0.78)	(0.81)	(1.14)	(1.08)	12.911**
25. Person. respb. from parents N = 1595	$\bar{X}$	3.98	3.86	3.94	3.87	3.65	
	S.D.	(0.86)	(0.83)	(0.88)	(0.86)	(1.04)	2.448*
26. Person. respb. in family matters N = 1595	$\bar{X}$	3.24	3.27	3.29	3.08	2.86	
	S.D.	(0.90)	(0.90)	(0.94)	(1.02)	(0.88)	2.867*
27. Emotional maturity in rel. to peers N = 1605	$\bar{X}$	3.54	3.47	3.44	3.35	3.27	
	S.D.	(0.65)	(0.65)	(0.63)	(0.84)	(1.09)	3.431**
29. Feelings of Dep. - Indep. N = 1602	$\bar{X}$	2.99	3.00	2.95	2.88	2.63	
	S.D.	(0.74)	(0.77)	(0.76)	(0.89)	(0.91)	2.676*
32. Confident in Attaining Voc. Choice N = 1525	$\bar{X}$	3.96	3.84	3.85	3.93	3.57	
	S.D.	(0.87)	(0.85)	(0.85)	(0.92)	(0.90)	3.080*
Positive Feelings from:							
33. Mother N = 1594	$\bar{X}$	3.64	3.77	3.63	3.37	3.16	
	S.D.	(1.03)	(0.94)	(0.98)	(1.17)	(1.30)	5.36/**
39. Same sex N = 1597	$\bar{X}$	3.41	3.37	3.37	3.40	2.95	
	S.D.	(0.91)	(0.90)	(0.89)	(0.99)	(1.15)	2.552*
40. Opposite sex peers N = 1596	$\bar{X}$	3.46	3.56	3.44	3.51	2.95	
	S.D.	(0.99)	(0.97)	(1.00)	(1.03)	(1.29)	3.743**

* $p < .05$

** $p < .01$

Table 2 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person- ality	Personal Problems	F
Positive Feelings from (con't):							
41. Acad. Achievement N = 1595	$\bar{X}$ S.D.	3.55 (0.89)	3.31 (0.86)	3.47 (0.93)	3.68 (0.83)	3.20 (1.10)	6.459**
45. Writing N = 1374	$\bar{X}$ S.D.	2.54 (1.16)	2.52 (1.06)	2.33 (1.05)	2.78 (1.18)	2.62 (1.23)	2.465*
49. Athletics N = 1510	$\bar{X}$ S.D.	3.42 (1.26)	3.53 (1.23)	3.43 (1.18)	2.93 (1.32)	2.71 (1.57)	6.648**
53. Church activities N = 1388	$\bar{X}$ S.D.	2.59 (1.18)	2.67 (1.17)	2.55 (1.12)	2.54 (1.29)	2.05 (1.10)	2.447*
Help Wanted in:							
55. Voc. information N = 1597	$\bar{X}$ S.D.	4.16 (0.86)	3.61 (1.08)	3.46 (1.12)	3.65 (1.03)	3.32 (1.04)	40.857**
56. Social skills N = 1583	$\bar{X}$ S.D.	2.87 (1.01)	2.87 (1.07)	2.69 (1.04)	3.16 (1.17)	2.93 (1.29)	3.429**
57. Study skills N = 1591	$\bar{X}$ S.D.	3.19 (1.08)	3.96 (0.98)	3.32 (1.03)	3.25 (1.18)	2.90 (1.42)	36.787**
58. Reading skills N = 1588	$\bar{X}$ S.D.	2.99 (1.20)	3.31 (1.16)	4.18 (0.88)	3.04 (1.18)	2.93 (1.24)	50.648**
61. Personality N = 1581	$\bar{X}$ S.D.	2.54 (1.16)	2.52 (1.20)	2.29 (1.08)	3.71 (1.05)	3.25 (1.32)	27.922**
62. Making friends N = 1588	$\bar{X}$ S.D.	2.50 (1.18)	2.48 (1.23)	2.34 (1.14)	3.15 (1.26)	2.97 (1.29)	8.746**
63. Sex education N = 1588	$\bar{X}$ S.D.	2.29 (1.10)	2.25 (1.11)	2.14 (1.05)	2.61 (1.17)	2.40 (1.26)	3.068*
66. Personal problems N = 1586	$\bar{X}$ S.D.	2.55 (1.07)	2.59 (1.11)	2.46 (1.01)	3.02 (1.17)	3.62 (1.19)	14.137**

* $p < .05$

** $p < .01$

Table 2 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Parents:							
67. Interest in H.S. activities N = 1603	$\bar{X}$ S.D.	3.27 (1.11)	3.33 (1.13)	3.18 (1.08)	2.88 (1.19)	2.97 (1.33)	3.628**
70. Understand & accept school performance N = 1595	$\bar{X}$ S.D.	3.76 (1.03)	3.52 (1.03)	3.82 (1.08)	3.76 (1.15)	3.50 (1.29)	4.702**
71. Give chance to make decisions N = 1599	$\bar{X}$ S.D.	3.96 (0.94)	3.92 (0.95)	3.96 (0.98)	3.69 (1.16)	3.53 (1.20)	3.334*
72. Try to understand problems N = 1598	$\bar{X}$ S.D.	3.58 (1.12)	3.67 (1.07)	3.59 (1.07)	3.48 (1.16)	2.80 (1.27)	5.984**
73. View adjustment before grades N = 1574	$\bar{X}$ S.D.	2.98 (1.18)	3.16 (1.18)	3.06 (1.18)	2.71 (1.30)	2.87 (1.02)	3.145*
75. Overemphasize grades N = 1596	$\bar{X}$ S.D.	2.13 (1.12)	2.36 (1.20)	2.28 (1.29)	2.31 (1.30)	2.33 (1.26)	2.968*
76. Not satisfied with performance N = 1590	$\bar{X}$ S.D.	1.54 (0.96)	1.63 (1.01)	1.74 (1.08)	1.64 (1.00)	1.78 (1.04)	2.435*
77. Don't give chance to make decisions N = 1592	$\bar{X}$ S.D.	1.52 (0.90)	1.51 (0.86)	1.53 (0.88)	1.82 (1.07)	1.92 (1.21)	4.130**
78. Don't have time to listen N = 1582	$\bar{X}$ S.D.	1.50 (0.90)	1.49 (0.92)	1.52 (0.89)	1.78 (1.08)	1.71 (0.99)	2.378*

* $p < .05$

** $p < .01$

Table 2 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Student Satisfaction:							
79. Academic H.S. perfor. N = 1604	$\bar{X}$	2.93	2.63	2.89	2.67	2.71	
	S.D.	(0.97)	(0.95)	(0.97)	(1.17)	(1.01)	7.095**
80. Reading skills N = 1604	$\bar{X}$	2.84	2.70	1.87	2.90	2.76	
	S.D.	(0.92)	(0.93)	(0.81)	(1.01)	(0.87)	53.844**
81. Ability to complete assignments N = 1598	$\bar{X}$	3.05	2.77	3.07	2.90	2.80	
	S.D.	(0.97)	(0.96)	(1.02)	(0.95)	(1.04)	6.333**
82. Study habits N = 1599	$\bar{X}$	2.75	2.42	2.84	2.57	2.61	
	S.D.	(0.94)	(0.95)	(0.91)	(0.94)	(1.03)	10.587**
83. Readiness for work at Un. of Fla. N = 1605	$\bar{X}$	3.82	3.75	3.78	3.69	3.23	
	S.D.	(0.85)	(0.92)	(0.92)	(0.97)	(1.03)	4.628**
84. Personal respb. given N = 1599	$\bar{X}$	4.00	4.01	4.03	3.85	3.54	
	S.D.	(0.86)	(0.85)	(0.86)	(0.91)	(1.15)	3.481**
85. Family respb. given N = 1592	$\bar{X}$	3.69	3.78	3.77	3.38	3.24	
	S.D.	(1.00)	(0.93)	(1.10)	(1.18)	(1.06)	5.273**
86. Ability to assume responsibility N = 1600	$\bar{X}$	3.95	3.85	3.94	3.64	3.64	
	S.D.	(0.83)	(0.76)	(0.84)	(1.03)	(0.90)	4.438**
87. Ability to make own decisions N = 1604	$\bar{X}$	3.93	3.79	3.92	3.81	3.50	
	S.D.	(0.82)	(0.82)	(0.76)	(0.87)	(0.99)	4.470**
88. Ability to meet new people N = 1603	$\bar{X}$	3.52	3.56	3.48	2.90	2.76	
	S.D.	(0.97)	(0.94)	(1.04)	(1.14)	(1.22)	13.535**
89. Emotional maturity N = 1603	$\bar{X}$	3.81	3.76	3.80	3.43	3.30	
	S.D.	(0.77)	(0.76)	(0.76)	(0.89)	(1.11)	8.163**
90. Ability to adjust N = 1603	$\bar{X}$	3.90	3.90	3.90	3.57	3.19	
	S.D.	(0.84)	(0.84)	(0.80)	(0.95)	(1.04)	9.928**

* $p < .05$

** $p < .01$

Table 2 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Discussion with Parents:							
92. Social activities	$\bar{X}$	3.67	3.69	3.70	3.35	3.05	
N = 1565	S.D.	(1.05)	(1.04)	(0.98)	(1.13)	(1.23)	5.488**
94. Religious matters	$\bar{X}$	3.38	3.55	3.45	3.23	2.77	
N = 1561	S.D.	(1.30)	(1.20)	(1.19)	(1.38)	(1.27)	4.186**
95. Dating/friendships	$\bar{X}$	3.42	3.51	3.42	3.34	2.85	
N = 1566	S.D.	(1.14)	(1.15)	(1.02)	(1.15)	(1.14)	3.316*
98. Vocational choice	$\bar{X}$	4.22	4.23	4.29	4.05	3.75	
N = 1567	S.D.	(0.95)	(0.93)	(0.85)	(0.99)	(1.05)	3.535**
99. Marriage plans	$\bar{X}$	3.00	3.11	3.00	2.75	2.21	
N = 1526	S.D.	(1.40)	(1.37)	(1.34)	(1.41)	(1.33)	4.341**
100. Values	$\bar{X}$	3.28	3.39	3.37	3.14	2.80	
N = 1566	S.D.	(1.29)	(1.26)	(1.21)	(1.29)	(1.26)	2.573*
101. Social issues	$\bar{X}$	3.63	3.63	3.65	3.42	3.05	
N = 1561	S.D.	(1.09)	(1.10)	(1.05)	(1.08)	(1.25)	3.424**
102. Political issues	$\bar{X}$	3.70	3.73	3.87	3.57	3.12	
N = 1563	S.D.	(1.12)	(1.11)	(1.04)	(1.11)	(1.24)	4.421**
103. Humor	$\bar{X}$	4.00	3.98	4.11	4.05	3.60	
N = 1566	S.D.	(1.00)	(0.98)	(0.89)	(0.91)	(1.23)	2.542*
104. Hobbies	$\bar{X}$	3.91	3.82	3.95	3.76	3.45	
N = 1563	S.D.	(1.03)	(1.04)	(1.07)	(0.98)	(1.10)	2.697*
Discussion with Friends:							
107. Social activities	$\bar{X}$	4.29	4.32	4.33	4.23	3.79	
N = 1561	S.D.	(0.74)	(0.79)	(0.68)	(0.82)	(1.00)	4.606**
110. Dating/friendships	$\bar{X}$	4.08	4.11	4.10	3.96	3.70	
N = 1563	S.D.	(0.85)	(0.83)	(0.85)	(0.83)	(0.96)	2.626*

* $p < .05$

** $p < .01$

Table 2 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Discussion with Friends (con't):							
113. Vocational choice	$\bar{X}$	3.99	3.89	3.88	3.88	3.48	
N = 1563	S.D.	(0.92)	(0.93)	(0.94)	(0.91)	(0.96)	3.531**
114. Marriage plans	$\bar{X}$	3.06	3.00	3.04	2.80	2.52	
N = 1531	S.D.	(1.22)	(1.22)	(1.22)	(1.41)	(1.26)	2.559*
119. Hobbies	$\bar{X}$	4.16	4.16	4.19	4.02	3.60	
N = 1558	S.D.	(0.84)	(0.86)	(0.79)	(0.86)	(1.23)	4.846**
SCAT -- Verbal	$\bar{X}$	41.08	39.15	37.18	44.13	43.45	
N = 1580	S.D.	(8.22)	(7.77)	(7.49)	(7.32)	(8.36)	19.407**
SCAT -- Quantitative	$\bar{X}$	41.67	40.40	41.35	43.14	41.02	
N = 1580	S.D.	(5.56)	(5.15)	(5.33)	(4.64)	(6.19)	5.534**
SCAT -- Total	$\bar{X}$	82.75	79.61	78.54	87.27	84.47	
N = 1580	S.D.	(11.19)	(10.38)	(10.39)	(9.46)	(12.28)	16.640**

* $p < .05$

** $p < .01$

Table 3

Means, Standard Deviations and F Ratios of Variables Significantly Related to Kind of Help Wanted

Females

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
24. Need to apply self at university N = 1197	$\bar{X}$	3.56	4.11	3.87	3.58	3.80	
	S.D.	(1.05)	(0.79)	(0.98)	(1.05)	(1.06)	14.667**
25. Person. respb. from parents N = 1197	$\bar{X}$	3.99	3.89	3.76	3.79	3.86	
	S.D.	(0.87)	(0.87)	(0.94)	(1.10)	(0.89)	2.625*
26. Person. respb. in family matters N = 1197	$\bar{X}$	3.45	3.45	3.28	3.12	3.63	
	S.D.	(0.95)	(0.89)	(0.96)	(1.11)	(1.03)	3.252*
27. Emotional maturity in rel. to peers N = 1201	$\bar{X}$	3.60	3.55	3.54	3.35	3.63	
	S.D.	(0.69)	(0.60)	(0.74)	(0.80)	(0.66)	2.492*
28. Feelings about self N = 1201	$\bar{X}$	3.22	3.14	3.23	2.74	3.33	
	S.D.	(0.66)	(0.65)	(0.66)	(0.90)	(0.88)	9.904**
29. Feelings of Dep. - Indep. N = 1200	$\bar{X}$	2.91	2.81	2.89	2.43	3.00	
	S.D.	(0.78)	(0.71)	(0.72)	(0.93)	(1.05)	7.325**
32. Confident in Attaining Voc. Choice N = 1118	$\bar{X}$	3.96	3.68	3.84	3.92	3.82	
	S.D.	(0.88)	(0.80)	(0.88)	(0.91)	(0.98)	4.114**
Positive Feelings from:							
34. Father N = 1160	$\bar{X}$	3.80	3.74	3.83	3.42	3.03	
	S.D.	(1.14)	(1.08)	(1.10)	(1.30)	(1.37)	4.646**

* $p < .05$

** $p < .01$

Table 3 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Positive Feelings from (con't):							
41. Acad. Achievement N = 1195	$\bar{X}$ S.D.	3.81 (0.89)	3.44 (0.91)	3.79 (0.93)	3.68 (0.91)	3.30 (1.05)	9.130**
42. Recognition N = 1156	$\bar{X}$ S.D.	3.50 (1.13)	3.27 (1.11)	3.53 (1.13)	3.23 (1.19)	2.72 (1.27)	5.505**
43. Leadership N = 1173	$\bar{X}$ S.D.	3.48 (1.16)	3.30 (1.14)	3.44 (1.27)	3.08 (1.22)	2.72 (1.27)	5.010**
49. Athletics N = 1025	$\bar{X}$ S.D.	2.41 (1.22)	2.48 (1.27)	2.80 (1.35)	2.34 (1.19)	2.57 (1.34)	2.552*
Help Wanted in:							
55. Voc. information N = 1199	$\bar{X}$ S.D.	4.25 (0.81)	3.65 (1.02)	3.63 (1.14)	3.71 (1.19)	3.50 (1.07)	31.066**
56. Social skills N = 1190	$\bar{X}$ S.D.	2.98 (0.98)	3.00 (1.04)	2.75 (1.05)	3.35 (1.04)	2.86 (1.12)	4.627**
57. Study skills N = 1196	$\bar{X}$ S.D.	3.17 (1.12)	4.06 (0.92)	3.64 (1.05)	2.93 (1.17)	3.00 (1.14)	35.101**
58. Reading skills N = 1195	$\bar{X}$ S.D.	2.88 (1.22)	3.37 (1.23)	4.40 (0.81)	3.03 (1.23)	2.80 (1.21)	50.170**
60. Speech difficulties N = 1160	$\bar{X}$ S.D.	1.49 (0.85)	1.72 (1.05)	1.81 (1.12)	1.45 (0.82)	1.36 (0.85)	5.637**
61. Personality N = 1190	$\bar{X}$ S.D.	2.58 (1.15)	2.73 (1.17)	2.46 (1.09)	3.69 (0.97)	2.76 (1.25)	18.711**
62. Making friends N = 1189	$\bar{X}$ S.D.	2.41 (1.17)	2.62 (1.19)	2.43 (1.13)	3.27 (1.15)	2.66 (1.21)	10.598**
66. Personal problems N = 1188	$\bar{X}$ S.D.	2.65 (1.10)	2.80 (1.15)	2.54 (1.15)	3.08 (1.09)	3.89 (0.85)	12.025**

* $p < .05$

** $p < .01$

Table 3 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Parents:							
70. Understand & accept school performance N = 1194	$\bar{X}$	4.23	3.92	4.36	4.08	3.83	
	S.D.	(0.94)	(1.03)	(0.86)	(1.07)	(1.20)	6.614**
71. Give chance to make decisions N = 1197	$\bar{X}$	4.16	4.01	4.15	3.88	3.83	
	S.D.	(0.93)	(1.04)	(0.97)	(1.21)	(1.01)	2.644*
72. Try to understand problems N = 1194	$\bar{X}$	3.80	3.71	3.80	3.55	2.93	
	S.D.	(1.15)	(1.17)	(1.18)	(1.21)	(1.36)	4.758**
73. View adjustment before grades N = 1181	$\bar{X}$	3.32	3.26	3.55	3.17	2.76	
	S.D.	(1.27)	(1.30)	(1.16)	(1.17)	(1.35)	2.943*
77. Don't give chance to make decisions N = 1188	$\bar{X}$	1.42	1.54	1.40	1.62	1.80	
	S.D.	(0.82)	(1.08)	(0.83)	(1.04)	(1.09)	2.580*
78. Don't have time to listen N = 1186	$\bar{X}$	1.51	1.59	1.54	1.72	2.26	
	S.D.	(0.96)	(1.06)	(0.92)	(1.09)	(1.28)	4.716**
Student Satisfaction:							
79. Academic H.S. perfor. N = 1197	$\bar{X}$	3.27	2.88	3.34	3.19	3.03	
	S.D.	(0.99)	(0.99)	(0.91)	(0.95)	(1.12)	7.996**
80. Reading skills N = 1197	$\bar{X}$	3.04	2.72	2.00	2.97	2.73	
	S.D.	(0.90)	(0.96)	(0.88)	(0.93)	(0.86)	38.120**
81. Ability to complete assignments N = 1192	$\bar{X}$	3.29	2.81	3.22	3.07	3.06	
	S.D.	(0.97)	(1.06)	(0.95)	(0.99)	(0.94)	10.651**
82. Study habits N = 1190	$\bar{X}$	3.00	2.39	2.92	2.82	2.83	
	S.D.	(0.95)	(0.99)	(0.97)	(1.09)	(0.83)	17.254**

* $p < .05$

** $p < .01$

Table 3 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Student Satisfaction (con't):							
84. Personal respb. given N = 1200	$\bar{X}$	4.09	4.02	4.16	3.72	3.66	
	S.D.	(0.85)	(0.89)	(0.84)	(1.15)	(0.95)	5.199**
85. Family respb. given N = 1192	$\bar{X}$	3.94	3.94	3.94	3.53	3.46	
	S.D.	(0.96)	(0.90)	(1.04)	(1.22)	(1.16)	4.829**
86. Ability to assume responsibility N = 1198	$\bar{X}$	3.95	3.87	3.98	3.46	3.56	
	S.D.	(0.86)	(0.83)	(0.85)	(1.11)	(0.97)	7.139**
87. Ability to make own decisions N = 1200	$\bar{X}$	3.77	3.78	3.80	3.24	3.53	
	S.D.	(0.89)	(0.92)	(0.85)	(1.06)	(1.00)	6.985**
88. Ability to meet new people N = 1200	$\bar{X}$	3.60	3.61	3.68	2.93	3.26	
	S.D.	(0.92)	(0.84)	(0.85)	(1.02)	(1.22)	11.112**
89. Emotional maturity N = 1197	$\bar{X}$	3.77	3.67	3.78	3.36	3.40	
	S.D.	(0.82)	(0.77)	(0.77)	(0.95)	(0.96)	6.213**
90. Ability to adjust N = 1199	$\bar{X}$	3.85	3.82	3.81	3.22	3.43	
	S.D.	(0.86)	(0.87)	(0.81)	(1.13)	(1.19)	10.380**
Discussion with Parents;							
91. School work N = 1185	$\bar{X}$	4.31	4.13	4.29	4.14	3.96	
	S.D.	(0.89)	(0.95)	(0.96)	(1.07)	(1.27)	2.597*
92. Social activities N = 1184	$\bar{X}$	4.04	3.95	4.09	3.85	3.53	
	S.D.	(0.95)	(1.00)	(0.96)	(0.97)	(1.13)	2.973*
95. Dating/friendships N = 1184	$\bar{X}$	3.88	3.80	3.91	3.56	3.20	
	S.D.	(1.06)	(1.11)	(1.03)	(1.13)	(1.27)	4.493**

* $p < .05$

** $p < .01$

Table 3 (Continued)

		Vocat. Infor.	Study Skills	Read. Skills	Person-ality	Personal Problems	F
Discussion with Parents (con't):							
104. Hobbies	$\bar{X}$	4.20	4.12	4.15	4.01	3.70	
N = 1184	S.D.	(0.97)	(0.99)	(0.99)	(0.91)	(1.29)	2.552*
105. Important decisions	$\bar{X}$	4.41	4.33	4.36	4.13	4.03	
N = 1186	S.D.	(0.85)	(0.90)	(0.94)	(1.04)	(1.15)	3.004*
Discussion with Friends:							
119. Hobbies	$\bar{X}$	4.32	4.35	4.34	4.18	3.76	
N = 1180	S.D.	(0.82)	(0.79)	(0.79)	(0.96)	(1.10)	3.871**
SCAT -- Verbal	$\bar{X}$	43.82	40.92	38.65	45.08	42.79	
N = 1183	S.D.	(8.02)	(7.46)	(7.84)	(7.14)	(9.47)	17.060**
SCAT -- Total	$\bar{X}$	81.67	77.67	76.03	82.82	79.96	
N = 1183	S.D.	(11.31)	(10.83)	(10.57)	(10.37)	(13.92)	11.732**

UNIVERSITY of FLORIDA

Student Mental Health Project

21. Are you an (1) only (2) oldest (3) middle (4) youngest (5) twin in your family?

22. Of how many children (include yourself).
(1) One (2) Two (3) Three (4) Four (5) Five or more

23. What is your marjtal or dating status?
(1) Married
(2) Engaged, pinned or going steady
(3) Usually date one person
(4) Usually date more than one person
(5) Do not date at all

24. In comparison with high school (or college, f transfer student) how much do you feel you will have to apply yourself at the University of Florida in order to make the grades you want?
(1) About the same (3) Somewhat more (5) A great deal more
(2) Slightly more (4) Considerably more

25. How much personal responsibility have your parents given you?
(1) Not any (3) A moderate amount (5) A great deal
(2) A little (4) Very much

26. How much responsibility in family matters have you been given?
(1) Not any (3) A moderate amount (5) A great deal
(2) A little (4) Very much

27. How emotionally mature do you feel in relation to others your age?
(1) Considerably less mature
(2) Somewhat less mature
(3) About the same as others
(4) Somewhat more mature
(5) Considerably more mature

28. In order to be accepting and approving of yourself, which of the following is most characteristic?
(1) I depend greatly on how other people feel about me.
(2) I depend very much on how other people feel about me.
(3) I depend somewhat on the feelings of others and somewhat on my own feelings.
(4) I depend more on my own feelings than those of others.
(5) I depend on my own feelings entirely.

29. With respect to your relationships with others, which of the following best represents your feelings?
(1) I am entirely too dependent on how others feel about me.
(2) I am somewhat dependent on how others feel about me.
(3) I maintain a good balance between being dependent and independent regarding how others feel about me.
(4) I am somewhat independent regarding how others feel about me.
(5) I am entirely too independent regarding how others feel about me.

To what degree are each of the following statements true:

(1) Not at all (3) Moderately (5) Completely
(2) Slightly (4) Very

30. I am satisfied with my present vocational choice.
31. My parents support me in my vocational choice.
32. I am confident that I can attain my present vocational choice.

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To what degree has each of the following helped you develop positive feelings about yourself, such as feelings of independence, self-reliance, self-confidence, self-respect, etc. (Leave blank any item that does not apply to you.)

(1) Not at all (3) Moderately (5) Greatly
(2) Slightly (4) Very

RELATIONSHIPS

33. Relationship with my mother.
34. Relationship with my father.
35. Relationship with brother or sister.
36. Relationship with husband or wife.
37. Relationships with teachers.
38. Relationships with older people other than parents or teachers.
39. Relationships with friends of my own age and same sex.
40. Relationships with friends of my own age, but opposite sex.

ACCOMPLISHMENTS

41. Academic achievement.
42. Receiving recognition, honors, awards.
43. Leadership experience.

ACTIVITIES

44. Art
45. Writing
46. Music
47. Drama, Speech
48. Science projects
49. Athletics
50. Summer camp
51. Volunteer work
52. After school and/or Summer employment
53. Church activities
54. Hobbies

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Indicate the degree of your interest in receiving help from someone regarding each of the following:

(1) Not at all (3) Moderately (5) Extremely
(2) Slightly (4) Very

55. Vocational information
56. Social skills
57. Study skills
58. Reading skills
59. Health information
60. Speech difficulties
61. Your personality
62. Making friends
63. Sex education
64. Marriage planning
65. Religious education
66. Personal problems

To what degree are <u>each</u> of the following statements true of your parents:

(1) Not at all
(2) Slightly
(3) Moderately
(4) Very
(5) Completely

67. They showed interest in the various activities of my high school, such as athletic, dramatic, educational, P.T.A., etc.
68. They encouraged me to get my home work done on time.
69. They left my study habits up to me.
70. They are understanding and accepting of my school performance.
71. They give me as many opportunities to make decisions as I need.
72. They try to understand my problems and help me solve them myself.
73. They view my first term at the University of Florida as a time to get adjusted and expect me to do better academically in later terms.
74. They tend to over-estimate my learning ability.
75. They over-emphasize the importance of grades.
76. Even when I do my best, they are never really satisfied.
77. They do not offer to let me make decisions unless I insist on doing so.
78. They do not have enough time to listen to my problems.

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How satisfied are you with <u>each</u> of the following:

(1) Not at all
(2) Slightly
(3) Moderately
(4) Very
(5) Completely

79. Your academic performance in high school (or college, if transfer student).
80. Your reading skills (speed, comprehension, vocabulary, etc.).
81. Your ability to apply yourself and get assignments completed.
82. Your study habits.
83. Your readiness to do academic work at the University of Florida.

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How satisfied are you with <u>each</u> of the following:

(1) Not at all
(2) Slightly
(3) Moderately
(4) Very
(5) Completely

84. The amount of personal responsibility given you.
85. The amount of family responsibility given you.
86. Your ability to assume responsibility for yourself.
87. Your ability to make your own decisions.
88. Your ability to meet new people and make friends.
89. Your level of emotional maturity.
90. Your ability to adjust to new situations and new surroundings.

To what degree are you able to discuss the following with your parents:

(1) Never (3) Sometimes (5) Always
(2) Rarely (4) Frequently

91. School work
92. Social activities
93. Money matters
94. Religious matters
95. Dating, friendships
96. Sexual matters
97. Family problems
98. Vocational choices
99. Future marriage plans
100. Values, philosophy of life
101. Social issues
102. Political issues
103. Humorous situations; jokes
104. Hobbies, special interests
105. Important decisions

To what degree are you able to discuss the following with your friends:

(1) Never (3) Sometimes (5) Always
(2) Rarely (4) Frequently

106. School work
107. Social activities
108. Money matters
109. Religious matters
110. Dating, friendships
111. Sexual matters
112. Family problems
113. Vocational choices
114. Future marriage plans
115. Values, philosophy of life
116. Social issues
117. Political issues
118. Humorous situations; jokes
119. Hobbies, special interests
120. Important decisions

121. With respect to attending one of the summer orientation programs, which of the following describes what you did? (Leave blank, if transfer student.)
(1) Neither I nor my parents participated.
(2) I participated by myself.
(3) A relative, other than parents, participated with me.
(4) Only one of my parents participated with me.
(5) Both of my parents participated with me.

122. Your own parents' present marital status:
(1) Married (4) Mother deceased
(2) Separated or Divorced (5) Both deceased
(3) Father deceased